

Curriculum Content Map			Subject French Year 11										
			Term 1				Term 2						
			September	October	November	December	January	February	March	April	May	June	J u l y
			Global Issues- Environment	<i>Social Issues- Charity and voluntary work</i>	Revision, Mocks, Review of mock papers	Gap filling and Personalised Booklet.	Career Choices and ambitions	<i>Technology in everyday life</i>	<i>Global issues: Poverty and homelessness</i>	GCSE: Past Papers Practice- Revision			Exams
Cultural Transmission	National Curriculum area – KS3		two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning	two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning		Students will be required to apply their knowledge and understanding of grammar appropriate to their learning. Students will revisit prior learning in an attempt to close the gap in their knowledge.	Students will be required to apply their knowledge and understanding of grammar, appropriate to the language studied and to the relevant tier of entry, drawing on the relevant lists	speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions	Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts • take part in a short conversation, asking and answering questions, and exchanging opinions.	Revision for all topics, all vocabulary and all grammar structures.			Exams
	Substantive Knowledge	<i>The What!</i>	Talking about towns, cities, and the impact upon our environment. Talking about environmental issues and solutions to these issues. What do we do as individuals in order to help build a brighter future as far as the environment is concerned.	Learning about charity and voluntary work. Popular charities in french and different sort s of popular causes. Students learn about who they would like to help, as well as what organisations are popular. Giving an insight into what charity work one would like to do/has done.	Students will be revising how to effectively attempt the reading and writing papers with well-developed strategies.	Students will delve into refining their verb conjugations, enhancing sentence structures and incorporating filler words. The personalized booklets will serve as a tool for addressing specific questions they will encounter, ensuring a tailored approach to improving individual weaknesses in the upcoming exam content.	Able to talk about jobs, careers and express preference/opinion either way. Able to understand others opinions and respond accordingly. Enhances statements of possibility including permettre de.	Describe old and new technology. Talk about using technology for leisure activities. Identify the risks of social networking sites Explore the pitfalls and advantages of our society, as far as technology and apps are concerned. Revision of past tenses to recount how social media have been used; or life before technology	Students will delve into the social issues of poverty and homelessness. They will develop a deep understanding of the vocabulary and phrases related to these topics, as well as the ability to express their opinions and concerns. Through engaging activities, discussions, and readings, students will explore the impact of poverty and homelessness on individuals and communities, fostering empathy and raising awareness about these pressing social challenges.	All three themes are included: Identity and Culture; Local, National, International and Global Areas of Interest; and Current and Future Study and Employment. All of them divided in 8 different topics: travel and tourism; life at school; my family and friends; free-time activities; home, town, neighbourhood and region; customs and festivals; education post-16; and social and global issues.			Exams
	Disciplinary knowledge	<i>The How!</i>	Use of the pronouns 'y and en' 'And the use of three tenses in order to describe the environment and issues facing people and the planet.	Using opinion phrases in conjunction with a variety of tenses to sum up one's opinions: ensuring three tenses are covered as a minimum. Using 'ce que'. 'Ce que j'aime c'est le benevolat...'	Revision of key grammatical structures with the use of mock papers.	Students will revise verb conjugations by actively engaging in exercises, focusing on regular and irregular verbs, to strengthen their grasp of conjugation rules. Through structured activities, students will work on building varied and sophisticated sentence structures, incorporating different tenses and sentence types. Specific attention will be given to the strategic use of filler words,ensuring students can seamlessly incorporate them into their responses to enhance fluency. The personalized booklet will aid students to specifically target questions they answered incorrectly. It will include explanations, corrections, and additional practice exercises to address individual learning gaps.	Revising jobs and university in class positives and negatives for both sides: key phrases and set phrases and structures to fill learners with confidence	Using authentic sources: focus upon adjectives for describing sources of media. Adjectival placement and impersonal structures such as 'faire'	Students will learn and practice using the conditional tense to express hypothetical situations, such as "Si j'avais plus d'argent, je pourrais aider les sans-abri" (If I had more money, I could help the homeless). Additionally, they will study the subjunctive mood to convey their opinions or desires, such as "Il est essentiel que nous luttons contre la pauvreté" (It is essential that we fight against poverty). Lastly, students will master vocabulary related to poverty and homelessness, such as "le chômage" (unemployment), "les sans-abri" (the homeless), and "la précarité" (precariousness).	Activities to refresh the memory designed to help students revise language and structures relevant to a particular topic area. Listening, reading, speaking, writing and translation tasks.			Exams
	Sequencing (Flow)	<i>Retrieval & Extension</i>	basic information picked up from the first unit. The tenses learnt are also revisited and practised here as students are required to produce them in written, and spoken work as well as ensuring that speaking and listening are focussed upon.	The concept of verbs introduced throughout KS3 is further built upon here with the knowledge of impersonal verbs and crucially the opinion-forming one – 'aimer'.	How to attempt 40 and 90 word tasks with the use of correct expressions of opinions and correct verb tenses.	Extension exercises to build upon the foundational concepts covered in the unit. Students will revisit what is a verb, what is the meaning of the term, verb conjugations, why is conjugation necessary, these terms form the basic upon which students will develop stronger understanding of verb conjugations.	How to use two verbs structures - 'I would like to be', 'je voudrais etre - and continue to write and speak accordingly about target topic. Progression through careers using authentic sources, opportunities available to students.	Further continuing with speaking, reading and writing formats: particular emphasis upon grammatical accuracy and the verbs 'faire' as well as adjectival placement.	Students will focus on consolidating foundational knowledge and building exam-specific skills. Students will begin with retrieval activities to reinforce essential vocabulary and grammar structures related to the topic. They will then engage in extensive exam-style practice, including reading comprehension exercises, listening tasks, and writing prompts, specifically tailored to the theme of poverty and homelessness.	Everything since the beginning of Year 10 as led to this moment.			Exams
	Summative Assessment		Deep mark of a listening paper	Deep mark of a 90 & 150 word tasks	Mocks (AP1: Reading & Writing Paper)	Writing assessments- Deep mark	Listening and Speaking assessments- Deep mark	Speaking Assessment (Theme I, II & 3) AP2	Reading & Writing – AP3 MOCK EXAM qa Speaking preparation practice for GCSE Speaking exam	GCSE French Speaking Exam	GCSE Exams		Exams
Personal Empowerment	Virtue		Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good sense
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i>	Students will be friendly and civil as they learn about other customs around the world.	Students will learn about justice and lack thereof around the world when learning about their customs and habits.	Students will show courage when talking about their future and their job perspectives.	Students will show generosity when talking about what other people have or don't have and what themselves have or don't have, expressins opinions and offering help.	Students will be grateful for what they have and the opportunities they have been given in relation with their job possibilities.	Students will show good speech whenpractising for their speaking exams.	Students will show good temper and good humour as the end of the last topic approaches and the last revision phase starts.	Students will show self mastery as they prepare independently for their GCSE exams.	Students will show self mastery as they prepare independently for their GCSE exams.	Students will show compassion to those who are struggling a bit more to get their targets.	Exams
Preparation for Mock	Skill		Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
	Link to Skill	<i>Transferable skills</i>	Students will listen to each other and to other people around the world talking about their customs and habits.	Students will show their leadership as they offer help to one another for the first topic of the Year 11.	Students will show their problem-solving skills as they finish the first Mock Exams of the year	Students will write creatively about their future and all its possibilities.	Students will stay positive as they start the second Mock Exams of the year.	Students will practise their speaking skills as they prepare for the final exams.	Students will stay positive as they start the third and last Mock Exams of the year.	Students will aim high and try their best during these last months to achieve their targets and go beyond them.	Students will aim high and try their best during these last months to achieve their targets and go beyond them.	Students will reflect in their speaking skills as they finish their speaking exams for GCSE.	Exams
Preparation for Citizenship	SMSC & British Values		Democracy and the rule of law	Democracy and the rule of law	Mutual respect	Rule of law	Individual liberty	Tolerance	Democracy	Freedom of speech			Rule of law
	Link to SMSC & British Values	<i>Developing opinions on current issues</i>	Ensuring that one ensures that relationships and rules are adhered to all the while understanding the world we are growing up in.	To understand that one's choices, or indeed, lack of, may well have led them to that particular position.	Being respectful of others as well as one's own personal choices. Compromising and finiding a mutually acceptable agreement.	Ensuring that one understands that the rule of law needs to be upheld, especially at social occasions.	Accepting the benefits or indeed consequences of a certain diet, having the ability to feed oneself in a particular way.	Being tolerant of others, and the fact that we must vary our diet; as well as being cultural of other countries' traditions and diets.	Understanding that the free media exists for all opinions to be aired, and that all citizens have the right to express themselves.	To respect others' freedom of speech and their right to express themselves all the while maintaining one's own opinion on matters.			Understanding that all aspects of technology (apps, devices, communication) must be conducted in a forthright manner in line with the rule of